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ABSTRACT

The trainer's manual provides guidelines for conducting a workshop to help regular educators with methods, techniques, and teacher made materials ideas for the special child in the regular classroom. Sections address preparation for the workshop, content description, and research implications for construction and use of instructional materials. Also provided are sample instructional activities (with an outline of purpose/objectives, materials, preparation, and directions); sample masters and forms; and a list of teaching resources (with title, brief description, publisher, and cost). (SB)

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A TRAINER'S MANUAL

OF

GUIDELINES FOR ESTABLISHING

A TEACHER-MADE

MATERIALS WORKSHOP

A TITLE IVC PROJECT
DEVELOPED IN COOPERATION WITH
JEFFERSON COUNTY PUBLIC SCHOOLS
SPECIAL EDUCATION RESOURCE CENTER
AND
ROCKY MOUNTAIN TEACHER CORPS NETWORK
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EC 132804

Published by: ROCKY MOUNTAIN TEACHER CORPS NETWORK
277 Main Street, Lander, WY 82520

AUG 18 1980

Guidelines and Ideas for the Implementation of a Teacher-Made Materials Workshop

(A Title IVC Nationally Validated Project in Colorado
Jefferson County Schools - Special Education Resource Center)

These practical application workshop techniques will provide inservice trainers with the guidelines for setting up teacher-made materials workshops. Ideas for implementation of teacher-made materials workshops in other schools or districts will be provided. Resources needed will be demonstrated; and trainers will gain numerous ideas to help teachers with methods, techniques, and teacher-made materials ideas for "the special child in the regular classroom."

DOCUMENTATION

During the past three years our school district's Special Education Resource Center has provided teacher-made instructional materials workshops to several hundred regular and special educators. The workshops have been both popular and very highly rated by the participants. Evaluative data on the most recent year's project is available upon request for those persons who are interested in the evaluation dimension.

PREPARATION FOR THE WORKSHOP

Before the Workshop

1. Set up a Planning Committee - A planning committee of professionals who are interested in setting up the workshop plus potential instructors can give direction for the establishment of the workshops.

2. Know the participant population - It is important to know the priorities established by your district, the composition of the professionals in your district and the general level of previous training and experience background of the potential participants in the workshop.

3. Assess the professional needs of the participants - The need for teacher-made materials may vary by the area of exceptionality, the level of the student's functioning, and the academic or content area which the material will support.

4. Decide what interest should be considered - As a trainer or instructor the specific needs of the participants need identification. Your first workshop should relate to those needs and interests whether it emphasizes supportive materials for the reading and math program or is an auditory - speech and language activity.

5. Establish minimal levels of the workshop offering - Will you be offering a workshop that has built in levels of appeal? Some simple and complex activities that will appeal to teachers at all levels will need to be included. A variety of content areas must be included so the math teacher, as will as the first grade teacher, can find an idea appropriate to the student with special needs in their classroom.

6. Know the time considerations in scheduling participants - Districts vary in their allowances for time for professional growth activities. Some districts allow for "minimal day" or afternoon inservice activities while other districts allow for such activities to be carried on only after school hours.

7. Decide which demonstration materials will be prepared in advance of the workshop - An instructor may decide to prepare anywhere from 25-150 prepared demonstration items for participants to view in their workshop. These demonstration samples should be completed and put in an attractive display area with complete directions in a handout for their use.

8. Have ready all consumable materials used to prepare the items selected by the teachers so they can make the teacher-made material - A list of possible resources which is not conclusive is included in the "Resource Section" of this manual. Dependent on the items demonstrated and displayed, instructors can select the number of consumable items to be available for participants to prepare from the materials that are displayed. All consumable materials needed to prepare a given teacher-made material should be available.

9. Provide clear announcements in advance of the workshop. This should include a summary of the program, registration procedures and the location and time of the workshop - In the announcement to those who will be participating in the workshop, you may wish to suggest that participants bring an instructional material that they or other teachers have adopted or improvised. This will be another means whereby teachers can share ideas with others.

DELIVERY - CONTENT DESCRIPTION

During the Workshop

1. Present relevant information to the participants - Outline the purpose or objectives of the workshops for participants. Give them the purpose for being there.

2. Present a summary of the research implications - Teachers should have some guidelines for the construction of teacher-made materials. Following is an outline of considerations and information which may be helpful.

Sample

THINGS TO CONSIDER ABOUT HANDICAPPED STUDENTS
WHEN CONSTRUCTING AND USING INSTRUCTIONAL
MATERIALS

1. ATTENTION -

2. MOTIVATION -

3. COMPREHENSION -

4. PERCEPTION -

5. PRO ESSION -

6. REPETITION -

7. RECEPTION -

8. INTERACTION -

9. COMPLETION -

10. IDENTIFICATION -

11. LIMITATION -

RESEARCH IMPLICATIONS FOR THE CONSTRUCTION AND USE OF INSTRUCTIONAL MATERIALS

1. Research on Attention. Research has indicated that retarded children tend to demonstrate an attention deficit which interferes with learning. Research has also indicated that changing certain aspects of the stimuli reduces the attentional problems which retarded children experience.
Implications. Instructional materials, as far as possible, should make use of color, shape, or some other attention facilitator. This attention factor should be utilized in a meaningful fashion for capturing interest and presenting developmental concepts.

2. Research on Comprehension. One of the first facts encountered by teachers in working with retarded children is the generally pervasive difficulty these children experience in dealing with abstractions. Their problems are greatest in the areas of verbal or visual communication.
Implications. Instructional materials should be relatively simple. They should be as free as possible from bewildering or meaningless (to the learner) abstractions and other extraneous elements which could confuse or sidetrack the learner from the essential purposes of the materials.

3. Research on Perception. It is known that many learning disability children suffer from problems of perception. These perceptual problems can form the hard core of their specific learning problems in mastering academic concepts and materials
Implications: Instructional materials should be as free as possible from perceptual and conceptual ambiguities and distortions. Frequently the handicapped learner will have problems which may manifest themselves in perceptual disorganization or disorientation. Academic materials may be developed to circumvent some specific problems or to systematically strengthen areas of difficulty.

4. Research on Progression. Research has demonstrated that the handicapped child learns in much the same way as the normal child. Both research and experience demonstrate that many of these children are capable of learning if the material is presented in shorter or smaller increments than those presented to the normal chil
Implications. Instructional materials should be sequenced in short incremental steps. This should be true of materials used for both remedial and developmental purposes and should not be restricted to programmed or automated presentations. These implications relate most directly to mastery of the tool subjects.

5. Research on Motivation. In any learning situation motivation is a potent consideration. Motivation takes different forms for different people under different circumstances. Motivation must be considered in any type of learning situation involving the handicapped child.
Implications. Depending on the learning situation involved, instructional materials should have either built-in or adaptive possibilities for some type of immediate meaningful reinforcement.

6. Research on Reception. Frequently handicapped children demonstrate some type of reception difficulty. Learning is carried on through the receptor systems, and research has suggested that involvement of additional receptors can facilitate learning
Implications. Instructional materials should, when possible, take advantage of more than one learning receptor system, i.e., sight, sound, touch, and movement.

7. Research on Interaction. A great deal of the important learning that takes place in a developing child is dependent on the quality of the adult-child interactions which exist. Both the quality of this interactive process and the frequency with which it occurs are significant developmental variables. It is the nature of the adult-child interaction which determines the child's speech and language development, his social and emotional growth, and how he will approach cognitive learning.
Implications. Some of the instructional materials used in each area of learning should offer the opportunity to establish and maintain meaningful adult-child, or teacher-learner interactions.

8. Research of Repetition. Laboratory studies have demonstrated that handicapped learners very frequently have deficits in retention, but that retention of memory of learned symbols or concepts is greatly aided by overlearning, i.e., repeated presentations of the material to be learned to a point which goes beyond the basic learning criteria.
Implications. Ideally, the steps toward the acquisition of a concept or a skill should be precisely identified. This identification provides the teacher and learner the opportunity to engage in repetition of single progressive steps or ideas until the goal is mastered.

9. Research on Completion. Success has been found to be a powerful motivator of learning or of subsequent additional effort. Satisfactory completion of a task is one evidence of successful engagement in a specific task. The desire to achieve, to complete, is important to consider in planning academic experiences for the handicapped child.
Implications. Instructional materials should be designed to insure that the learner achieves a sense of mastery. The possiblity for mastery can either be intrinsically contained within the material, or it can be extrinsically derived. This mastery may reflect itself in a positive sense of satisfactorily completing a part or all of an assigned task involving the use of instructional materials.

10. Research on Identification. Research has indicated that self-perception or self-identification is an important element in individual development. Research has indicated that learners tend to identify with the materials of learning, and that it is important that the nature of this identification be positive. Still other research has indicated that in handicapped children, physical, social, and emotional growth frequently outstrip their intellectual growth.
Implications: The format and design of instructional materials should be geared to the learner's chronological and social age. The cognitive aspects of materials should be geared to the learner's approximate mental age. Considering both of these factors should provide the much discussed, but not always available, high interest level-low ability level type of material, or material which is compatible with the image the learner has of himself.

11. Research on Limitation. Laboratory research and classroom experience have both demonstrated the problems which arise when the physical, mental, and emotional limitations of a handicapped child are not considered in choosing instructional materials. An example would be the use of materials requiring fine, precise movements for a cerebral palsied child or the use of charged or threatening words or pictures with an emotionally disturbed child.
Implications. The material itself should reflect a consistant consideration of physical, neurological, and emotional characteristics of the learner.

Excerpted from an article by Leroy Aserlind, Director of the Special Education IMC, University of Wisconsin, Madison. Complete research references are available in the original article.

3. Orient participants to workshop organization and format - Give participants an agenda of the workshop time frame and a sequence of the activities. Slides of a few of our teacher-made materials help orient our participants to the organization of the materials on display. The agenda (sample follows) gives the participants an awareness of the time in which they will be developing their product.

   Teachers need to identify the educational needs of the special student(s) for which they will be constructing instructional material. The orientation to the display or demonstration items will help them match the learner need with the area of materials for their preview.

AGENDA

Sequence of Activities

1. Orientation to the Workshop Presentation - Research Implications for the Construction of Teacher-Made Materials for Student with Special Needs.

2. Overview of the Demonstration Materials - Slide Program Viewing of the Demonstration Materials Prepared.
   Reference Guide: Methods, Techniques, and Teacher-Made Materials - Selection and completion of a workshop material to meet the needs of "special students" within the participants' classrooms.

3. Continuation of workshop activities - Each participant will select, construct and complete two materials projects for students with special needs.

4. Each participant will share a method, technique, or material that the participant has creatively designed, developed, adapted, or field tested successfully with "special students" in the classroom.

4. Demonstrate and/or display all resource materials - An attractive display of constructed teacher-made material ideas will allow teachers to think of several alternative formats for the instructional material they will select to meet the educational needs of students in their classrooms.

   Teachers will also be able to try out the activity to see how it works.

5. Present a written handout for each item including: Clear student objectives; materials list for construction; a description of its use in the classroom - Samples follow. (It should be noted that an illustration of the material helps the teacher to see how the material looks as a finished product.)

Barrel Racing

Level P-I

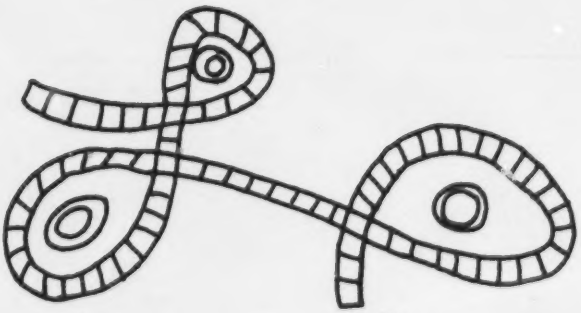
Objective: To reinforce sight-word recognition

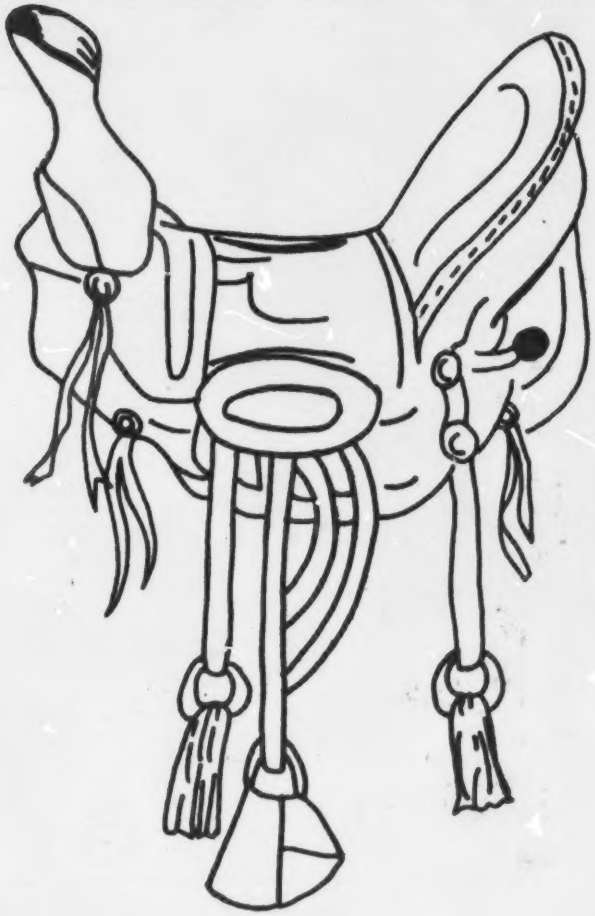
Materials:
Gameboard, 12 x 18 tagboard
2 placeholders (plastic cowboys)
magic markers, brown and black
contact paper
30 cards
die

Preparation:
Prepare gameboard
Prepare cards with sentences using underlined sight-vocabulary words.

Directions: 2 players

1. Each player rolls die. Highest number has the first turn.
2. The player reads sight word. If the response is correct he moves ahead. If incorrect, he stays in the same place. After using the card, place it face down next to the deck and use again.
3. The first player to "Finish" is the Barrel Race Winner.





SKI SPREE

Level: P & I

PURPOSE: Drill on word attack skills or mathematical skills.

MATERIALS:

Magic Markers	1 - tagboard 12" x 18"
clear contact paper	2 - markers for players
2 pipe cleaners	wooden cube for die
2 toothpicks	30 - tagboard cards 2" x 4"

PREPARATION:

1. Use the 12" x 18" tagboard to make the game board as shown in diagram.

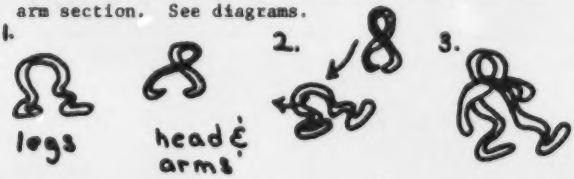
2. Write in some spaces such things as
   a) chair lift stopped . . .go back 2 spaces
   b) moguls ahead . . . go back 3 spaces
   c) schussing along nicely. . . go ahead 3 spaces
   c) Icy patch. . .lose 1 turn

3. Contact game board.

4. Write words, questions, or math problems on 2" x 3" cards.

5. Using a fine tip marker write the numbers 1 - 6 on the wooden cube to make a die.

6. To make the skier cut one pipe cleaner in half. Make legs from one half and head and arms from second half.
   Put together by slipping head into bend of leg section. Twist arms around to hold the head and arm section. See diagrams.



DIRECTIONS: Use the game according to a group's needs. Begin where it says start. Each student rolls the die and moves forward the number of spaces indicated by the die. He selects one card, reads the word or answers the problem. If he is correct, he moves forward two more spaces and if he is incorrect, he moves backwards two spaces. Anytime, a student lands on a space with a special direction, he must follow it. The student ending up on finish first is the winner of the Ski Spree game.

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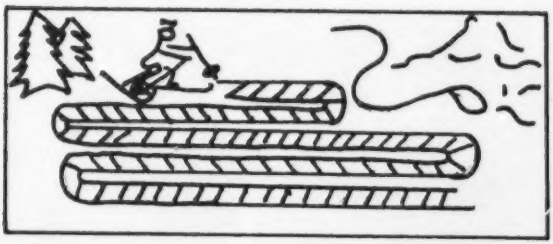
SKI SPREE



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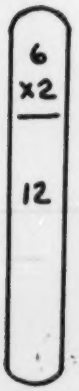
TONGUE DEPRESSORS GAME

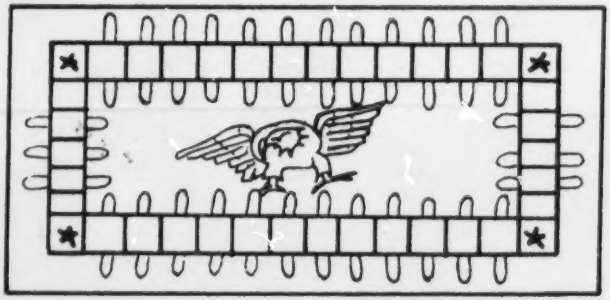
Level: P, I

PURPOSE: To provide a self-correcting drill game to reinforce addition and subtraction facts.

MATERIALS:
18" x 28" poster board
1 wooden cube (die)
26 tongue depressors
razor blade
3 - 4 playing pieces (golf tees)

PREPARATION: On the poster board make a pathway of blocks 2 inches from all the edges. Each block should be approximately 2 x 2 inches. In the center of the board a picture (Example: an eagle) can be drawn or pasted. Blocks without tongue depressors can have special directions or a design (Example: a star). With a razor blade, make a 1½ inch slit in the top and bottom of each block. Insert a tongue depressor with a math problem on it through the slit. The answer should not show.





Directions: Each player consecutively rolls the die and proceeds the number of spaces disignated. When he arrives at the designated space, he answers the math problem (a time limit may or may not be imposed). If he answers the problem correctly, he may stay on that space and/or follow any further instructions printed there. If the player answers the problem incorrectly, he must return to his position previous to rolling this turn.

SYLLABLE SPIN OUT

Level: I & Junior High

PURPOSE: To give practice in identifying the number of syllables contained in words.

MATERIALS:

- 1 - clear folder
- 1 - 12" x 18" tagboard
- 1 brad
- 150 - 2" x 4" cards (3 colors-50 cards each)
- plastic lid for spinner
- carbon paper
- 2 golf tees

PREPARATION:

1. Write words on cards.
2. Make game board by drawing a one inch pathway one inch from the edges of the 12" x 18" tagboard. Divide the pathway into one inch sections and leave larger sections (approximately 2" x 1") at each corner. Make the top left and bottom right corners into checkered sections and label them BACK 2. Make the bottom left corner the starting place by writing . Draw another arrow in the top right corner and label it AHEAD 2.
3. Trace the car onto the center of the board with its front wheel raised. Color.
4. Make an arrow that's 1½" x ½" from the plastic lid and punch a hole in its center. This makes a spinner. Attach the spinner to the center of the back wheel of the car and label the spoke sections 1, 2, & 3.

Directions: Shuffle one set of cards. Place the cards face down on the game board.

Each player spins the spinner. The one with the highest number begins the game. The first player takes the top card from the deck. He reads the word and tells the number of syllables it has. His answer can be checked on the Answer Key. If he is correct he spins the spinner and moves the indicated spaces. If he is incorrect he does not spin or move. His card is then placed in a discard pile, and the next player takes his turn.

The winner is the first player to reach WIN on the game board.

ANSWER KEY

A

accelerator - 5
accident - 3
Alabama - 4
Alaska - 3
alligator - 4
also - 2
always - 2
animal - 3
apologetic - 5
appear - 2
approach - 2
around - 2
arrow - 2
artificial - 4
attention - 3
automatic - 4
awful - 2

B

baby - 2
balance - 2
barrier - 3
battery - 3
black - 1
bridle - 2
bucket - 2

C

cabin - 2
captain - 2
carpenter - 3
carrot - 2
cautious - 2
celery - 3
certain - 2
character - 3
charity - 3
circle - 2
circumstance- 3
committee - 3
communication- 5
connect - 2
corner - 2
corral - 2
curious - 3
customer - 3
cyclone - 2

D

declare - 2
decoration - 4
desk - 1
dictionary - 4
diet - 2
disappoint - 3
disappointment- 4
divide - 2
dress - 1
drink - 1

E

eager - 2
education - 4
electric - 3
elephant - 3
elevator - 4
enjoy - 2
enormous - 3
entertain - 3
even - 2
examine - 3
exclaim - 2

F

fancy - 2
fashion - 2
favorite - 3
fortunate - 3
fuel - 2

G

gallop - 2
garden - 2
gold - 1
grandfather - 3

H

hand - 1
helicopter - 4
hospital - 3

I

imagination - 5
important - 3
iterrrupt - 3
invitation - 4

J

jealous - 2
jump - 1

K

kindergarten- 4

L

lion - 2
locomotive - 4

M

manufacture - 4
market - 2
measure - 2
medicine - 3
merry - 2
million - 2
moment - 2
mountain - 2
music - 2

N

narrative - 3

O

ocean - 2
Oklahoma - 4
ornament - 3

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Answer Key (continued)

P

pardon - 2
parent - 2
patient - 2
periscope - 3
permanent - 3
person - 2
pilgrim - 2
pilot - 2
pity - 2
poet - 2
pony - 2
possible - 3
potato - 3
power - 2
precious - 2
probable - 3
program - 2
promise - 2

Q

question - 2

R

radiator - 4
radio - 3
refrigerator- 5
remember - 3
represent - 3
reservation - 4
rest - 1
ring - 1

S

secret - 2
seven - 2
ship - 1
stadium - 3
startle - 2
station - 2
step - 1
syllable - 3

T

table - 2
television - 4
tension - 2
terrible - 3
terrier - 3
terror - 2
thermometer - 4
trousers - 2
turkey - 2

U

unit - 2

V

valley - 2
very - 2
violin - 3

W

whittle - 2

X

x-ray - 2

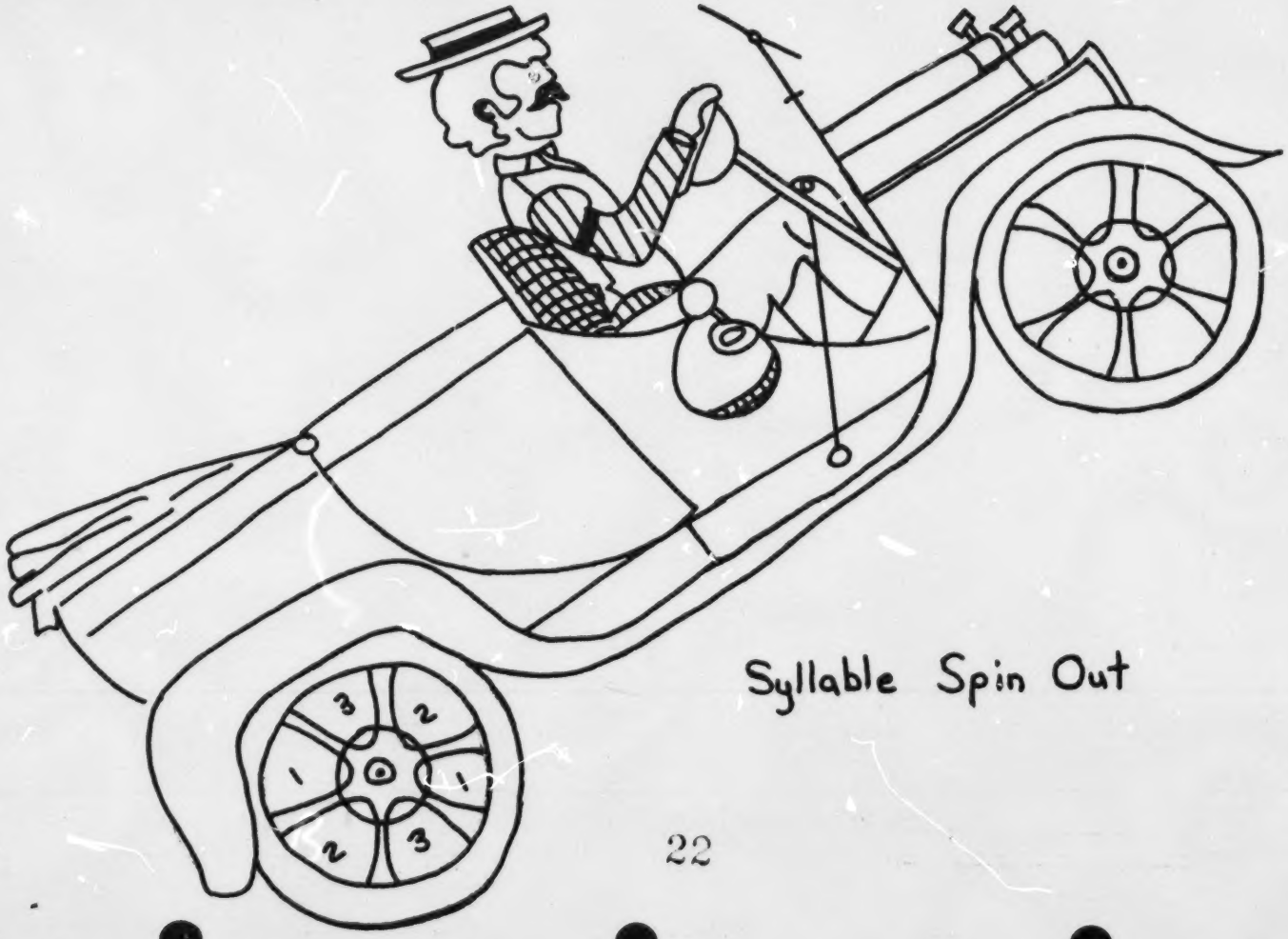
Y

yesterday - 3

Z

zebra - 2

21



Syllable Spin Out

Red Acetate Folders

Level: P, I, Secondary

Purpose:

To provide a self-correcting tool for independent work that can be used for most all subject matter question and answer material.

MATERIALS:

1. Two pieces of red acetate 6" X 10" (transparent)
2. Plastic tape
3. Orange lead pencil
4. Unlined white index cards 5" X 8"
5. Black fine-tip marking pen

PREPARATION:

1. Make folder out of red acetate, taping sides and bottom. Red acetate can be purchased at any stationery store in the form of "book-report folders."

2. Make questions on white index cards using a black fine tip marking pen. Write answers on card using an orange lead pencil.

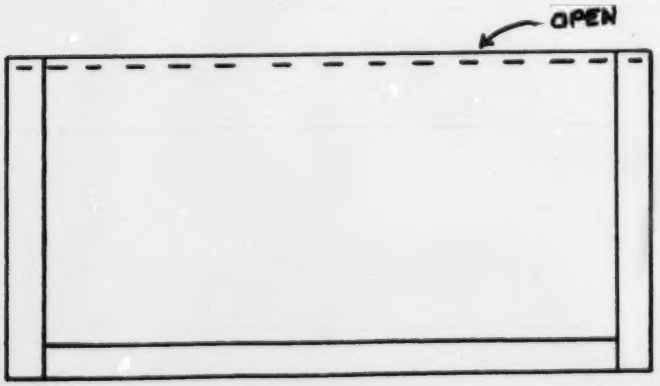
* The unique feature about this tool is that when the question card is in the red acetate folder, the answer does not show.

DIRECTIONS:

1. Teacher places a group of question cards in the folder.

2. Child works on one card at a time, and writes his answers on a separate piece of paper.

3. Then the child pulls the card out of the folder, checks the answer, and then proceeds to the next card.



6. Eliminate as many of the preliminary steps as possible to facilitate construction of the materials by the participants - If the consumable materials such as poster board are pre-cut, you can eliminate some of the preliminary steps for teachers.

   Recognize that many of us are not artists and, therefore, the use of patterns is still needed by many participants. Patterns needed for large game boards can be effectively put on transparencies so the participants can use the overhead projector to make their game board design.

7. Have all materials available for participants to construct their projects - By grouping the consumable materials by project, it is easier to distribute the materials needed by the participants to complete a given project.

8. Utilize the time effectively to allow for renewed energies of the participants to follow up with continued involvement - Teacher-made materials workshops may be one-half day to one day in length. In a one-half day session, experience has shown us that teachers can usually select, obtain the materials needed and actually construct two materials. On occasion, some materials take less construction time, so a given participant may construct one more.

   A key to appropriate finished products is to have the teachers select only the directions for the items they will actually construct.

9. Evaluate the workshop - You may have a more appropriate form for evaluation of your teacher-made materials workshop than the one we used. However, an example is on the following page to give you an idea of how we obtained immediate feedback on the workshops from our teachers. It only rates the workshop itself. Some of you may want to conduct pre-post cognitive learning evaluations of your workshops. (Sample follows.)

SCHOOL _____

TITLE OF FOLLOW-UP PROGRAM _____

DATE AND TIME ALLOWED _____

Jefferson County Inservice Program
in Special Education

FOLLOW-UP PROGRAM EVALUATION

Please respond to the following items which concern the course you have just completed. Circle the number of the response that best fits your opinions about the course. Circle NA if the item is not applicable to this course.

1. The instructors were well prepared — NA 1 2 3 4 5 (Very much … Not at all)

2. The instructors taught effectively — NA 1 2 3 4 5 (Very much … Not at all)

3. I was motivated to explore the subject of materials further — NA 1 2 3 4 5 (Very much … Not at all)

4. The activities were worthwhile — NA 1 2 3 4 5 (Very much … Not at all)

5. The program was an effective learning experience for me — NA 1 2 3 4 5 (Very much … Not at)

6. The program increased my ability to deal with handicapped children in school — NA 1 2 3 4 5 (Very much … Not at all)

7. Thanks to this program, I feel more comfortable about having handicapped students in my classroom — NA 1 2 3 4 5 (Very much … Not at all)

8. The class motivated me to try out new methods and/or materials in the classroom — NA 1 2 3 4 5 (Very much … Not at all)

9. The teaching method most used in this follow-up program _____

10. The most effective aspect of this faculty program _____

11. The least effective aspect of this program _____

12. Additional comments which relate to the effectiveness of the follow-up faculty programs: _____

13. Number of materials prepared for students with special needs in your classroom _____.

Please return to _____ who should place all evaluations within the Pony Envelope and send to Carolyn Spearman, Special Education, Administration Building, 809 Quail St.

10. Reward your participants for their project completion - Adults as well as students need praise and attention to tasks well done.

GOOD LUCK FOR YOUR OWN WORKSHOP!

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JEFFERSON COUNTY PUBLIC SCHOOLS

OR SEND A PURCHASE ORDER TO:

CAROLYN SPEARMAN
SPECIAL EDUCATION RESOURCE CENTER
JEFFERSON COUNTY PUBLIC SCHOOLS
809 QUAIL STREET
LAKEWOOD, CO 80215

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RESOURCES

MATERIALS WORKSHOP

Objectives:

To provide educators with approaches to remediation and intervention as approaches for management of the mildly handicapped.

Practical applications of educational interventions for the mildly and moderately handicapped.

ELEMENTARY	SECONDARY
A. Guide "Methods, Techniques and Teacher-Made Activities" as part of inservice education for regular educational personnel	A. Materials Book by Inservice Staff
B. Slides of Teacher-Made Materials	B. Slides of Materials
C. Transparencies for Game Boards	C. Transparencies for Game Boards
D. New Materials (Additional game ideas not in the guide)	D. Materials list
E. Consumable Materials - Place of Purchase	E. Materials - Place of Purchase
F. Slide-Tape Show (How to put one together)	F. Slide-Tape Show
G. Opaque Projector Technique Overhead Projection Techniques	G. Opaque Projector Technique Overhead Projection Techniques
H. Direction Sheets	H. Direction Sheets - Filmstrips
I. Demonstration of Ideas	I. Commercial Materials: - Exhibit - Names, Addresses, Suggested Materials - Demonstration of Commercial Materials and Machines

Elementary	Secondary
J. Exhibit of Finished Materials	J. Videotaping Technique
K. Resources from "Successful Learning Kit", "Special Educator's Kit", Love Publishing	K. Adaptation of Commercial Materials by the Staff Demonstration
L. Commercial Materials - Exhibitors Presenting Materials - Exhibit - Names, Addresses, Suggested Materials - Demonstrations of new commercial learning machines	L. Introduction to new teacher-made Materials
M. Videotaping Techniques	M. Alternative Learning Techniques with staff - Field Trips - Independent Studies - Etc.
N. Professional Materials	N. Professional Materials
Games for Children Publ. - Kohl-Young Cornerstone Library	Games for Children Publ. - Kohl-Young Cornerstone Library
Reader's Digest Book of 1000 Family Games Publ. - Reader's Digest Association	Reader's Digest Book of 1000 Family Games Publ. - Reader's Digest Association
Perceptual Training Activities Handbook Publ. - Teachers College Press Teachers College, Columbia University New York	
Spice Publ. - Educational Service, Inc. P.O. Box 219 Stevensville, Michigan 49127	
Probe Publ. - Educational Service, Inc. P.O. Box 219 Stevensville, Michigan 49127	

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Elementary

N. Professional Materials (continued)

Plus
Publ. - Educational Service, Inc.
P.O. Box 219
Stevensville, Michigan 49127

Spark
Publ. - Educational Service, Inc.
P.O. Box 219
Stevensville, Michigan 49127

Create
Publ. - Educational Service, Inc.
P.O. Box 219
Stevensville, Michigan 49127

Action
Publ. - Educational Service, Inc.
P.O. Box 219
Stevensville, Michigan 49127

Stage
Publ. - Educational Service, Inc.
P.O. Box 219
Stevensville, Michigan 49127

Rescue
Publ. - Educational Service, Inc.
P.O. Box 219
Stevensville, Michigan 49127

Anchor
Publ. - Educational Service, Inc.
P.O. Box 219
Stevensville, Michigan 49127

TEACHING RESOURCES FOR CHILDREN WITH SPECIAL NEEDS

A LANGUAGE APPROACH TO LEARNING DISABILITIES — Level: Pre-school - 6

Starts with a simplified description of the developmental learning process and then provides 1000 activities stimulating each of the five senses, with emphasis on language development and the training of auditory and visual skills. A 40-page appendix of worksheets is included.

Publisher: Consulting Psychologists Press
577 College Avenue
Palo Alto, California 94306
Cost: $2.50

ACADEMIC ACTIVITIES FOR ADOLESCENTS — Level: I - Secondary
Author: Evelyn James Bailey

An extensive collection of the author's most successful remedial techniques used with intermediate and secondary students.

Publisher: Learning Pathways, Inc.
P.O. Box 1407
Evergreen, Colorado 80439
Cost: $12.00

CHILD MANAGEMENT — Level: K - 9
Author: Judith M. Smith and Donald E. P. Smith

A self-instructive booklet designed for parents and other child care specialists.

Publisher: Ann Arbor Publishing
611 Church
Ann Arbor, Michigan 48104
Cost: $3.50

CLASSROOM PERSONALITIES — Level: K - 6
Author: Dr. Emery Stoops, Dr. Russell E. Johnson and Owen Smith

Concise, readily available information concerning various types of children found in every classroom. Suggested courses of action as to symptoms, reasons for behavior, suggestions to try, and things to remember are included.

Publisher: Enonomics Press, Inc.
Fairfield, New Jersey 07006
Cost: $1.75

Teaching Resources (continued)

CREATING AND USING LEARNING GAMES — Level: K - 8
Author: Craig Pearson and Joseph Marfuggi

This book should serve as a guideline for the making and purchasing of games for initial learning, review and reinforcement and value clarification.

Publisher: Learning Magazine
530 University Ave.
Palo Alto, California 94301
Cost: $2.50

CREATIVE IDEAS FOR TEACHING EXCEPTIONAL CHILDREN — Level: K - 6

This book contains nearly a hundred specific projects that relate to sensory-motor, language and number concepts. The ideas were developed and tested by teachers who worked with educationally handicapped children in the elementary grades. Each activity has a clear illustration and easy to follow instructions. The appendix contains a cross-classification of instructional activities for the convenience of the teacher.

Publisher: Love Publishing Co.
6635 East Villanova Place
Denver, Colorado 80222
Cost: $4.95

DEAL ME IN — Level: K - 6, Secondary
Author: Margie Golick

In the book Margie Golick describes various card games in terms of the learning skills they involve. She also discusses some guidelines for parents, teacher, psychologists, remedial teachers and "special" class teachers to use cards in teaching and learning.

Publisher: Jeffrey Norton Publishers, Inc.
145 East 49th St.
New York, New York 10017
Copyright 1973
Cost: $5.95

GAMES FOR CHILDREN (Pocket Book) — Level: Pre-school - 6
Author: Marguerite Kohl and Frederica Young

New and old favorite games carefully graded into three age groups 4 to 6, 7 to 9, and 10 to 12. Indexed into kinds and types of games including preparation and materials needed.

Publisher: Simon Schuster Inc.
630 5th Ave.
New York, New York 10020
Local Drug or Book Store
(Possibly at March's-$1.50

Teaching Resources (continued)

GAMES KIDS LIKE - 1974 Level: K - 8
GAMES KIDS LIKE - 1975
Author: Dianne Davis Schoenfeld

Each book presents 40 teacher tested ideas for speech and language therapy. Also excellent for classroom use. This book is well illustrated with simple directions for the construction of games.

Publisher: Communication Skill Builders
817 E. Broadway
P.O. Box 6081
Tucson, Arizona 85733

Cost: $15.00 ea

HELP FOR THOSE WHO NEED HELP Level: Primary, Secondary
Author: Avaril Wedemeyer and Joyce Cejka

The purpose of this activity book is to suggest different learning experiences with the use of the newspaper. The book which has permission for reproduction is divided into five sections: Primary Language; Primary Arithmetic; Intermediate Language; Intermediate Arithmetic; and Arts and Crafts.

Publisher: Mr. W. J. Schmitz
Denver Post
650 15th Street
Denver, Colorado 80201

Cost: Pick-Up: $6.00
at 650 15th St.

Telephone#: Mr. W. J. Schmitz
Denver Post
297-1335

Written Request:
$6.00 + $1.50
postage = $7.50

INCLUDING THE KITCHEN SINK Level: P - I - Junior

This booklet presents a good variety of games to support and reinforce subject matter curriculum. Format for each activity includes the objective, materials required, procedure, and directions. Illustrations are also included.

Publisher: Southwest Area Learning Resource Center - New Mexico State University
Box 3AW
Las Cruces, New Mexico 88003

Cost: $2.00

IT'S POSITIVELY FUN — Level: K - 4

It's Positively Fun is a collection of positive reinforcement techniques for teachers to use in the classroom to provide instant encouragement and to improve communication among parents, children, and school personnel. It includes awards, free time passes, right to rent and bonus point systems, contracts, accomplishment sheets, and school-home communicators. The sheets are perforated and may be duplicated.

Publisher: Love Publishing Co.
6635 East Villanova Place
Denver, Colorado 80222
Copyright 1974

Cost: $2.50

KIDS' STAFF - READING AND LANGUAGE EXPERIENCES -
Primary, Intermediate and Junior High Levels
Author: Imogene Forte, Marjorie Frank, Joy MacKenzie

Primary Level: A variety of activities to stimulate appreciation and to provide functional usage of the basic skills necessary for early reading and spelling success.

Intermediate and Junior High Level: This activities book has been designed to be compatible with and incorporated into the framework of established intermediate and junior high programs.

Special Kids' Staff: Good ideas for meeting the special learner's needs. Easy to follow directions and limited vocabulary is utilized to introduce contemporary topics of high interest. Study projects, contracts, learning centers, puzzles, activity cards, stories and illustrated reproducible work sheets.

Publisher: Incentive Publications
Box 12522
Nashville, Tennessee 37212

Cost: $9.95 ea

LEARNING GAMES FOR EXCEPTIONAL CHILDREN — Level: P - I
Author: Avaril Wedemeyer and Joyce Cejka

The book is a collection of math and language activities which can be used with primary and intermediate students. Listed with each activity are the skills it reinforces for the level with which it was designed to be used and the area which it covers.

Publisher: Love Publishing Co.
6635 East Villanova Place
Denver, Colorado 80222
Copyright 1971

Cost: $4.95

Teaching Resources (continued)

MERRIMATH — Level: K - 6

Author: Toni K. Bauman and June H. Zinkgraf

A multitide of well illustrated math games. Unique in that the games are new in format, and challenging for classroom fun.

Publisher: The Pickle Press
P.O. Box 1000
West Bend, Wisconsin 53095

Cost: $4.00

METHODS, TECHNIQUES AND TEACHER-MADE MATERIAL ACTIVITIES PROJECT

Level: K - 6
Some Possible Jr. High

A large and comprehensive teacher tested reference book geared towards providing practical suggestions to teachers working with the mildly han icapped student or students in a regular classroom. The book is color coded as to activities included: Fine Motor, Gross Motor, Visual Perception, Auditory Perception, Language, Reading, Spelling, Handwriting, Math and Practical Suggestions to Teachers.

Publisher: Jefferson County Public Schools
Special Education Resource Center
809 Quail Street
Lakewood, Colorado 80215

Cost: $12.00

POSITIVE CLASSROOM PERFORMANCE TECHNIQUES FOR CHANGING BEHAVIOR

Author: Patricia A. Gallagher — Level: K - 6, Junior

Specific classroom examples on how to increase positive performances and decrease negative performances through the use of simple academic and behavior contracts. Some new thoughts in classroom management.

Publisher: Love Publishing Co.
6635 East Villanova Place
Denver, Colorado 80222
Copyright 1971

Cost: $2.00

READING GAMES THAT TEACH - BOOKS 1, 2, 3, 4 - 5 — Level: K - 6

Five booklets with games and activities to reinforce phonics, visual discrimination, auditory discrimination, word discrimination, word attack skills and comprehension.

Publisher: Creative Teaching Press, Inc.
Monterey Park, California

Cost: $2.95

SECONDARY AWARDS, CONTRACTS AND ACTIVITY CENTERS Level: I - Secondary

A collection of positive reinforcement awards, free passes, contracts, and suggestions for teachers of intermediate and secondary students. Packaged ready for duplication.

Publisher: Innovative Educational Support Systems
P.O. Box 593
Wayne, New Jersey 07470
Cost: $3.50

SPECIAL EDUCATION TEACHER'S KIT Level: P - I - Secondary

This kit contains:
- Creative Ideas for Teaching Exceptional Children
- Learning Games for Exceptional Children
- It's Positively Fun
- Creative Art Tasks for Children (Cards)
- Strategies for Teaching Exceptional Children
- Educational Games for Physically Handicapped Children
- Individualized Arithmetic Instruction (Spirit Duplicating Masters)
- Arithmetic Instructional Activities - Book 1
- Arithmetic Instructional Activities - Book 2
- Individualized Reading Skills Improvement: Vocabulary Development Exercises (Spirit Duplicating Masters)
- Language Instructional Activities - Book 1
- Language Instructional Activities - Book 2
- Music Based Instruction for Exceptional Children
- Exploring Our Environment: Science Tasks (Cards)
- Two selected issues from Focus on Exceptional Children

Publisher: Love Publishing Company
6635 East Villanova Place
Denver, Colorado 80222
Cost: $85.00

WORK JOBS Level: Pre-school - 3
Author: Mary Baratta - Lorton

A selection of interesting and innovative manipulative tasks built around a single concept. Through conversation and active involvement with the materials the child is able to draw out generalizations within the material, very basic.

Publisher: Addison - Wesley
P.O. Box 47722
Dallas, Texas 75247
Cost: $7.00

FOR THE CONSTRUCTION OF TEACHER-MADE ACTIVITIES

ART FOAM

Publisher: Drummonds Arts and Crafts
11989 W, Colfas Ave.
Lakewood, Colorado 80215

Cost: $ .59/12" x 30"

COLORED CUBES

The one-inch cubes are made of wood and can be used for building designs or for making dice.

Publisher: DLM
3505 North Ashland Ave.
Chicago, Illinois 60657

Cost: $7.75/Bx 96
$3.50/Bx 32

CLOCK STAMPS

The rubber clock face stamp is 3" in diameter. Numbers appear on the clock face while the hands are omitted. The stamp is good to use with a time unit and saves time when making worksheets and games.

Publisher: DLM
3505 North Ashland Ave.
Chicago, Illinois 60657

Cost: $3.50-3" stamp

COIN STAMPS

The box includes 5 rubber coin stamps depicting the face sides of a penny, nickel, dime, quarter, and half-dollar. The sizes of the coins correspond to the sizes of the real coins. These stamps could be used in a money unit or as reinforcers in a behavior modification program.

Publisher: DLM
3505 North Ashland Ave.
Chicago, Illinois 60657

Cost: $5.50/Heads, U.S.
$5.50/Tails, U.S.

CRAY-PAS

Publisher: Drummonds Arts and Crafts
11989 W. Colfax Ave.
Lakewood, Colorado 80215

Cost: Variety of prices depending on size of box

Teacher-made Activities (cont.)

CREATIVE PLACE MARKERS FOR GAME BOARDS

Football Helmets - 15¢ each
Cowboys
Misc. for Dioramas

Publisher: Bob's Arts and Crafts
4275 Tennyson
Denver, Colorado 30212

FELT SQUARES

Publisher: Drummonds Arts and Crafts
11989 W. Colfax Ave.
Lakewood, Colorado 80215

Cost: $ .19/square

GAME BOARDS FOR READING LEARNING CENTERS - SET A & SET B

Set A - A set of illustrated game board ideas for primary teachers to fill in with any concepts needing reinforcement.
Set B - A set for use in the middle grades.

Publisher: California Reading Association
3400 Irvine Ave., Suite 211
Newport Beach, California 92660

Cost: $1.75/per set

LANGUAGE MASTER CARDS

Publisher: Cromar's Audio-Visual Center
1200 Stout St.
Denver, Colorado 80204

Cost: $6.00/Bx 100-3½ x 9
$9.50/Bx 100-3½ x 9 (tape-both sides)
$18.00/Bx 200 Half Speed
$9.00/Bx 100-8½ x 11
$4.00/Bx 100-3 x 5

MAGNETIC TAPE

Publisher: Drummonds Arts and Crafts
11989 W, Colfax Ave.
Lakewood, Colorado 80215

Cost: $1.00/yard

Teacher-made Activities (cont.)

PELLON

For flannel graph activities.

Publisher: Any Cloth World Store

PENCIL GRIPS

These triangular pencil grips are made of a soft plastic and made to slip onto a standard-sized pencil. They are good to use in handwriting and lessons requiring much writing.

Publisher: DLM
3505 North Ashland Ave.
Chicago, Illinois 60657
Cost: $11.00/Bx 100

MKM-Blake Whiting
5855 Parfet St.
Arvada, Colorado 80002
Cost: $10.00/Bx 100

PIZZA DISKS - 10" WHITE LINED CORREGATED CIRCLES

Publisher: Nobel Inc.
Cash and Carry
300 W. 53rd Pl.
Denver, Colorado 80216

PLAIN CUBES

The plain cubes are made of wood and can be used for building designs or for making dice.

Publisher: Stephenson School Supply
P.O. Box 81207
Lincoln, Nebraska 68501
Cost: $6.50/Bx 100-1-inch I.D. 3601

Warehouse-Administration Building
Jefferson County Schools
809 Quail Street
Lakewood, Colorado 80215
Cost: $4.44/Bx 500-½-inch

Teacher-made Activities (cont.)

RED ACETATE

These red transparent acetate theme folders are good to use for self-correcting activities. Orange pencil will not show through the red. Therefore, problems can be written on cards in black and answers can be written in orange. When the card is in the folder only the black will show. When the card is out of the folder the answers will show.

Publisher: Lindy's
7310 West Colfax
Lakewood, Colorado 80401
Cost: $ .25/per folder

ROUND CORNER CARDS

The round cornered cards come in 6 colors and have a slick finish. They are good to use for card games.

Publisher: Dixon Paper Company
1780 W. 6th Ave.
Denver , Colorado
Cost: $6.73/1000
(minimum of $45.00)

Jefferson County Schools Warehouse
809 Quail Street
Lakewood, Colorado 80215
Cost: $2.40/500

SCULPEY

Publisher: Drummonds Arts and Crafts
11989 W. Colfax Ave.
Lakewood, Colorado 80215
Cost: $3.50/per 2 lbs.

SELF-ADHESIVE LABELS

Avery stickers-are 3/4" and self-adhesive. These labels come in a variety of colors and are boxed in packages of 1000. Each box contains only 1 color. Ideal stickers-are 1" gummed circles. These come in a variety of colors and are packaged in sets of 500. Each set contains a mixture of colors. They are both excellent for color-coding tasks.

Publisher: CHB (Avery Stickers)
1634 18th
Denver, Colorado 80202
Cost: $2.35/Bx 1000

Idea l School Supply Co.
Oak Lawn, Illinois 60453
Cost: $ .65/500

Edgewater Typewriter
7190 W. 38th Ave.
Wheat Ridge, Colorado 80033

Lindy's (Avery Stickers)
7310 W. Colfax Ave.
Lakewood, Colorado 80215
Cost: $2.35/Bx 1000

Teacher-made Activities (cont.)

SHAPE STAMPS

The box of 12 one-inch stamps bear the shapes of a triangle, circle, hexagon, asterisk, diamond, rectangle, X, bar line, star, pentagon, cross, and square. They can be used in math, in grading papers, and in behavior modification.

Publisher: DLM
3505 North Ashland Ave.
Chicago, Illinois 60657

Cost: $9.00/set of 12

SLATE PAINT

For individual chalkboards.

Publisher: Your Local Hardware Store

SUCTION CUP SPINNERS

These sturdy plastic spinners are attached to a rubber suction cup base. They spin easily and are excellent to use on game boards, on the floor, on the wall, or on the chalkboard.

Publisher: Mayfex Associated Incorporated
111 Barron Avenue
Johnstown, Pennsylvania 15906

Cost: $8.00/24

WORD MAKING STICKERS

The Word Making Stickers come in a booklet containing 420 phonic oriented picture stickers. They are a time saver for the teacher who makes many games and activities.

Publisher: Word Making Productions
60 West 400 South
Salt Lake City, Utah 84101

Cost: $6.00/booklet

AFTER THE WORKSHOP

1. Follow-up resource materials should be available to the participants.

2. Review feedback information from evaluative data.

3. Consider any revisions for future workshops.